# THE BEACON PRIMER

FASSETT

$1.00

Carrie Scott

# THE BEACON PRIMER

BY

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WITH ILLUSTRATIONS
BY
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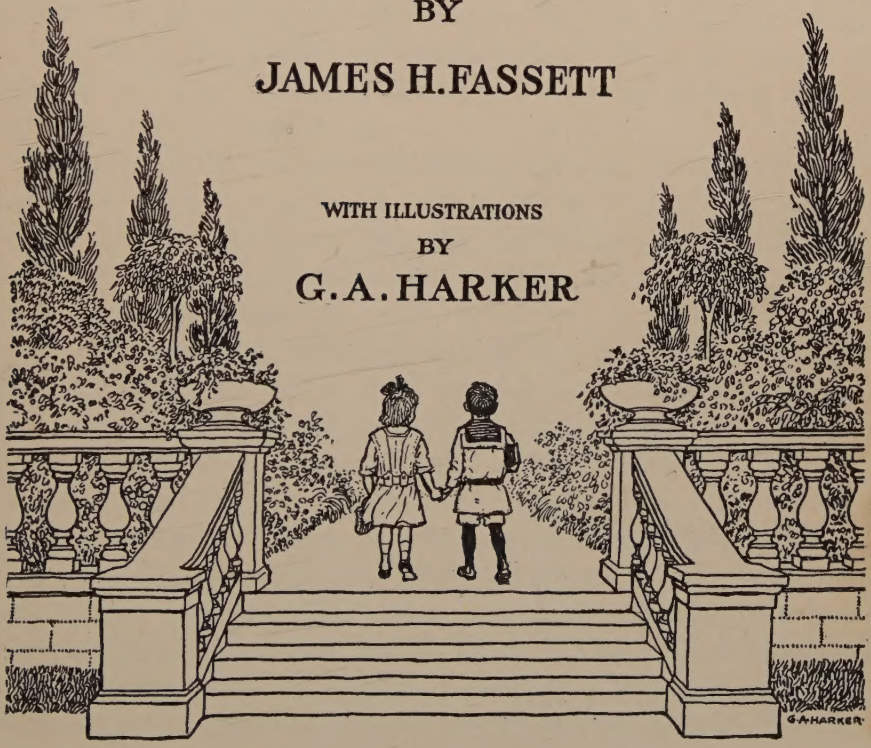


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The Athenæum Press
GINN AND COMPANY · PROPRIETORS · BOSTON · U.S.A.

# PREFACE

The object of this primer is to offer a set of easy reading lessons worked out in connection with a series of graded exercises in phonetic drill for the purpose of assisting the child in the easiest and most direct way to acquire the power of word getting, of word mastery, and of reading.

The idea of the author can best be explained by stating that he has endeavored to carry out in this phonetic primer the exact principles which Noah Webster embodied in his so-called Spelling Book, a book which in reality was not a speller, but a primer, or a first book for teaching reading.

If the reader will carefully examine a copy of Noah Webster's Spelling Book, he will become convinced that Webster's idea of teaching reading consisted of two distinct parts, namely: (1) tables of words carefully arranged according to their difficulty; (2) reading exercises based upon the words found in these tables. Thus Webster developed a method which long usage proved logical and sound.

Besides the consonants and the short sounds of the vowels, there are but few phonetic rules which the pupil needs to learn before recognizing the majority of English words. These rules, when brought to his understanding through practice on long lists of selected words where only one difficulty is presented at a time, quickly and surely develop the reading power.

It is found in practice that with proper development of the principles underlying the phonetic part of the English language, the use of diacritical marks is unnecessary; in fact, they are worse than useless, for they present to the eye not the true form of the letter or

word, but an artificial and arbitrary form which the child must soon learn to discard.

In preparing the phonetic tables, only those words have been used which are easily within the comprehension of the child, except in those cases where not enough common words could be found for the necessary drill.

The short sounds of the vowels are presented first because the words containing short vowels are far in excess of those containing long vowels; moreover, from the very structure of the English language, vowels are short unless modified by position, or by the addition of final *e*.

# DIRECTIONS TO TEACHERS

*General Plan.* Do not confuse the directions found on this and on the following pages, which relate entirely to the development of the phonetic power,[1] with the directions which relate solely to the development of the reading lessons by the word and sentence method.[2] It should be clearly understood that at first there must be two distinct lines of teaching carried on side by side, namely: (1) the drill upon phonetic lists for the purpose of developing phonetic power in the child; (2) the reading of simple stories by the word and sentence method until the child's power in phonetics is far enough advanced to enable him to apply it in his reading lessons.

The application of this phonetic power to reading will vary somewhat with the class, but it will usually be developed sufficiently when Part II is reached, if the directions are carefully followed.

*First Principles.* Before the teacher can use any system of phonetics, she must have a clear conception of the sounds of the individual letters. This can best be obtained by selecting a few simple words and slowly speaking them aloud, carefully analyzing the sound of each letter as it issues from the mouth. Note accurately the position of tongue, lips, and teeth. Take, for instance, the word *fan:* by dwelling on the first letter *f*, it will be noticed that the under lip is brought back until it comes in contact with the upper teeth, thus producing the correct sound of the letter *f*. Then the lower jaw is dropped slightly and the short sound of *a* follows. Finally, to produce the

[1] See also directions found on the first page of the Phonetic Chart.

[2] See also directions found on the first page of the Reading Chart.

*n*, the tip of the tongue is brought to the roof of the mouth just behind the upper teeth. In a similar way the teacher should analyze the sounds of the separate letters of the words *big*, *b-i-g*; *sum*, *s-u-m*; *wet*, *w-e-t*; *cod*, *c-o-d*, etc. until she can indicate to her pupils the correct position of the lips, tongue, and teeth in forming all letters.

*Letter Cards.* The letter cards found upon the letter sheets which accompany the Phonetic Chart are designed to be cut off by the teacher when she reaches them in her phonetic work. The arrangement of the cards will be found to follow the work on the chart and the advanced work as found in this primer. The letter on the opposite side of the card is given in each case in the upper left-hand corner.

*Aids to Memory.* One of the first principles of good teaching is to arouse the true interest of the child in the thing to be taught. In this particular case, true interest can best be aroused through the image power of the child. For instance, the teacher wishes to develop the sound of the letter *t*, and tells this little story to her class:

One day Johnny's papa brought home a present for him. The present was in a little box with paper and string around it. When Johnny's papa handed the box to him, he said, "Now, Johnny, this present is not like your ball and kite; it can say something. When you find it, hold it to your ear." Then Johnny carefully untied the string of the box, and very carefully took off the paper. When he opened the box, what do you think! Yes; there lay a pretty little watch. Johnny held the watch to his ear. What did the watch say to him? Here is a *picture* of what the watch *said*. (At this point the teacher holds up a letter card with a letter *t* upon it.) It said *t-t-t-t*. (Give the *sound*, not the alphabet name.)

*Underlying Principles.* It is perfectly evident that by weaving a little story about a present and a watch held to the ear, the teacher caught the children's attention, and when, at the critical point in

the story, with the children full of expectancy, she substituted a symbol for the expected sound, both the *symbol* and the *sound* were impressed upon their memory.

In the same way the sounds of the other letters and combinations of letters should be developed as they are presented in the chart. Suggestive outline stories will be found on the back of the letter cards in the letter sheets. These stories, of course, will need to be elaborated and changed to suit the teacher's own ideas. Other stories will serve just as well if she adheres to the same principle.

*Use of Pictures.* The teacher should not make the mistake of using a picture to represent the sounds. A sharp line of demarcation should be drawn between the pupil's true interest which is aroused through his internal activity and that apparent interest due to mere amusement. Here we wish to get an *auditory* image, an image of the tick itself; the *letter*, then, should be the picture of the sound it represents. It must be remembered that while the adult mind has difficulty, and, in fact, finds it impossible, to thus mentally picture the letter *t* as the tick of a watch, the child experiences no difficulty whatsoever. A picture of the watch, therefore, for this particular purpose is not only useless but serves to confuse the child.

## IMPORTANT DIRECTIONS

1. Use the Phonetic Chart.
2. Keep the drill upon the phonetic tables entirely distinct from the reading lesson for the first few months.
3. In all blackboard work the letters should be printed by the teacher, not written. With a little practice the art of blackboard printing is soon acquired.

4. Insist on the proper position of lips, tongue, and teeth in sounding the letters.
5. Work constantly for rapidity.
6. Work for the individual; concert work is absolutely useless.
7. Do not leave the first list of letters until each child knows and can tell instantly the sounds of all the letters.
8. As soon as some facility in sounding is achieved, encourage the child to sound the words silently and to give them as wholes.
9. Work constantly for instant recognition of words as wholes. It will be readily seen that until this point of instant recognition is mastered, the phonetic knowledge of the child is practically useless for true reading; hence the desirability of keeping the phonetic work and the reading separate until this power has been acquired.

# BEACON PRIMER

## PHONETIC TABLES

This book is planned to be used in connection with the Phonetic Chart. The following tables and exercises should not be taught until the Phonetic Chart is completed.[1]

After finishing the tables found in the chart, the child should come to this work with considerable phonetic power. The following words should be recognized silently and given as wholes at the rate of thirty to forty per minute.

| | | | | |
|---|---|---|---|---|
| had | map | rag | cat | had |
| ham | mat | ran | fan | lap |
| hat | pad | rat | fat | man |
| lad | pan | tag | bad | sat |
| lag | sad | tan | bag | rap |
| lap | sap | tap | nag | bag |
| man | sat | can | nap | fan |

[1] If it is impossible to use the Phonetic Chart, teach the sounds of the following letters: *s, f, h, t, b, r, n, m, c, k, g, d, l, p,* and the short sound of *a*; also *ba, ha, la, ma, na, pa, sa, ra, ta, ca, ga, fa.* When the child has mastered these, build families upon the blackboard as follows:

| | | | | |
|---|---|---|---|---|
| ra-n | ha-d | la-d | ma-d | ta-g |
| ra-p | ha-m | la-g | ma-n | ta-n |
| ra-t | ha-t | la-p | ma-t | ta-p |

The importance of using the Phonetic Chart before taking the following tables cannot be emphasized too strongly. The chart has been planned to exactly supplement these exercises.[1]

| | | | | |
|---|---|---|---|---|
| will | kid | sin | bill | dig |
| wig | kill | sip | bin | big |
| win | kiss | sit | bit | wig |
| hit | lid | rid | did | rip |
| hid | lit | rill | dim | lip |
| hill | pig | till | din | tip |
| him | pill | tin | dip | sip |
| hip | pit | tip | fib | win |
| hiss | miss | bib | fig | bin |
| hit | nip | bid | fill | pin |

The following words contain the vowels *i* and *a*.

| | | | | |
|---|---|---|---|---|
| pin | hill | mitt | him | wag |
| sip | him | mat | ham | wig |
| rig | wig | had | tip | bag |
| dim | nip | hid | tap | big |
| pill | miss | rim | pin | bad |

[1] If it is impossible to use the Phonetic Chart, teach the sound of *w* and short *i*; also develop *bi, di, fi*, etc., and form families *wi-ll, wi-g, wi-n*, etc., as with vowel *a*.

There are many difficulties which the teacher will encounter in teaching phonetics, such as the confusion of *b*, *d*, and *p*, the rapid blending of letters, etc. These are all carefully met on the Phonetic Chart.[1]

| | | | | |
|---|---|---|---|---|
| rob | sop | dog | pod | pot |
| rod | sob | dot | pot | dot |
| rot | sod | doll | pop | got |
| hod | fob | log | cob | sod |
| hog | fog | lop | cog | nod |
| hop | fop | lot | cod | hod |
| hot | boss | loss | cot | rod |

The following words contain the vowels *a*, *i*, *o*.

| | | | | |
|---|---|---|---|---|
| cot | jam | hit | hill | lass |
| hod | jog | hot | ham | lot |
| dog | jig | tip | hot | lit |
| loss | hod | top | bat | rod |
| sob | had | tap | bill | rip |
| fop | hid | fan | bog | ran |
| not | him | fog | dog | hog |
| nod | ham | fig | loss | hill |

[1] If it is impossible to use the Phonetic Chart, teach the sounds of *j* and short *o*; also develop *ro-b*, *ro-d*, *ro-t*, etc.

The importance of starting the child right on these first phonetic tables cannot be overestimated. It is here that the habits of proper blending and clear enunciation are formed. It is exceedingly desirable that the author's plan, as outlined in the Phonetic Chart should be followed.[1]

| | | | | |
|---|---|---|---|---|
| run | puff | cup | gum | dug |
| rub | buff | cub | tug | bug |
| rug | bud | cud | tub | sum |
| rut | bug | cuff | sum | hum |
| pup | but | fun | sun | gum |
| pun | bun | gun | sup | tub |
| pug | cut | gull | fuss | rub |

The following words contain the vowels *a*, *i*, *o*, *u*.

| | | | | |
|---|---|---|---|---|
| sup | nut | tin | hot | muff |
| but | fun | tan | fun | jug |
| pup | dull | sun | fin | jam |
| rug | bud | sup | fan | hot |
| gum | bid | sip | will | bin |
| tub | pan | hut | dull | fuss |
| hull | pin | hit | hill | dog |

[1] If it is impossible to use the Phonetic Chart, teach the short sound of *u*, and build families as before, *ru-n*, *ru-b*, *ru-g*, etc.

| | | | | |
|---|---|---|---|---|
| bed | less | fen | set | get |
| bet | led | fell | sell | bell |
| bell | pet | well | met | bed |
| beg | peg | wet | men | pet |
| leg | pen | ten | fell | keg |
| let | fed | tell | fed | wet |

The following words contain the vowels *a*, *i*, *o*, *u*, *e*.

| | | | | |
|---|---|---|---|---|
| fan | will | met | map | well |
| fun | ten | mitt | sap | rip |
| fin | tan | till | fan | fill |
| but | got | tell | net | mat |
| bit | get | men | dug | will |
| bat | led | man | rob | hip |
| leg | lad | bed | set | wed |
| lag | lid | bad | run | dig |
| log | fell | bud | top | rub |
| well | fill | pen | fog | led |
| win | fog | pin | sun | bad |

NOTE. If it is impossible to use the Phonetic Chart, teach the short sound of *e*. This is the most difficult of the vowel sounds. Develop *be-d*, *be-t*, *be-ll*, etc.

The sounds of the capitals need to be developed, for if they are slighted, the child will find difficulty when he encounters them at the beginning of sentences, etc., particularly the capitals which are unlike the small letters.

| | | |
|---|---|---|
| B b | H h | I i |
| F f | L l | C c |
| R r | T t | K k |
| G g | E e | S s |
| N n | J j | O o |
| A a | M m | P p |
| D d | W w | U u |

The following words form a review with capitals.

| | | | | |
|---|---|---|---|---|
| Can | Jim | Bess | Ned | Will |
| Run | Jug | Fun | Red | Rob |
| Dan | Get | Man | Rug | Fan |
| Rug | Hug | It | Sam | Bess |
| Hot | Gun | Run | Sit | Ben |
| Ben | Well | Tom | Kit | Tom |
| Hit | Wet | Kid | Tim | Buff |
| Bell | Bag | Lot | Ran | Muff |
| Toss | Let | Get | Fill | Run |

In the following words a blend of two consonants follows the vowel.

| | | | | |
|---|---|---|---|---|
| hist | bend | bump | tilt | mint |
| fist | mend | jump | wilt | bunt |
| mist | tent | pump | gilt | imp |
| best | bent | milk | self | romp |
| rest | went | silk | elf | lump |
| nest | lint | bulk | must | silk |
| cost | hint | sulk | mast | elk |
| lost | hunt | lift | mist | hulk |
| rust | punt | gift | cost | sift |
| dust | bunt | sift | list | left |
| must | camp | soft | test | soft |
| sand | lamp | loft | rust | elm |
| hand | damp | belt | land | wilt |
| band | limp | felt | bond | self |
| fond | romp | melt | lend | must |
| pond | pomp | pelt | sent | went |
| bond | dump | welt | hint | and |
| send | hump | hilt | hunt | damp |
| lend | lump | kilt | rent | pond |

The consonant blends *sh*, *nk*, *ng*, *ck*, *ch*, and *tch* have sounds quite different from the sounds of the individual letters of which they are composed. They need to be taught carefully or the child will experience difficulty.

Develop the sounds *sh*, *nk*, *ng*, *ck*, *ch*, *tch*.

| | | | | |
|---|---|---|---|---|
| cash | pick | bunk | rich | tick |
| sash | sick | punk | much | tuck |
| lash | kick | sunk | such | bank |
| dish | cock | bang | catch | pink |
| fish | lock | rang | patch | sunk |
| wish | rock | sang | match | rang |
| hush | luck | king | botch | king |
| gush | duck | wing | notch | song |
| rush | suck | ring | ditch | sung |
| back | bank | long | hitch | rich |
| tack | rank | song | pitch | such |
| pack | sank | dong | dash | latch |
| deck | pink | hung | dish | notch |
| neck | sink | lung | rush | fetch |
| peck | wink | sung | sack | hitch |
| beck | ink | bung | deck | much |

In the following words a blend of two consonants precedes the vowel.

| | | | | |
|---|---|---|---|---|
| stab | plan | slap | swell | drag |
| stag | plod | slam | swim | drip |
| still | plot | slip | crab | drill |
| stuff | plum | sled | crag | drum |
| step | flat | scab | crib | dress |
| stem | flag | scan | crop | drop |
| clap | flap | scud | cross | prig |
| clam | flit | scum | grin | prim |
| clip | fled | sped | grit | prop |
| cliff | flog | spell | grab | brag |
| blot | glad | spin | trip | bran |
| bled | glen | spill | trim | brim |
| bless | snap | spot | trill | fret |
| skin | snip | spun | trod | frog |
| skim | snug | twin | trot | from |
| skip | sniff | twit | trap | smell |
| skiff | snuff | twig | tress | snap |
| skill | snag | twill | drug | skiff |

Teach the sound of *all*.

| | | | | |
|---|---|---|---|---|
| all | tall | hush | rich | small |
| call | stall | call | rock | match |
| fall | wall | pink | wall | wing |
| hall | small | ball | sung | tall |
| ball | hall | much | peck | such |

Develop the sound of *wh*; also *th* as found in *thin*, *thick*, etc. The modification of this sound as found in *this*, *that*, etc. will be easily mastered by the child.

| | | | | |
|---|---|---|---|---|
| thin | when | shad | chap | shun |
| thud | whip | shed | chess | stall |
| thick | whim | shod | chat | thud |
| think | whiff | shin | chip | whim |
| then | fall | shun | chin | shin |
| this | shut | shut | chill | ship |
| than | shed | shot | chub | this |
| them | chap | ship | chop | when |
| thus | then | shop | chum | hall |
| this | whip | shall | chick | chill |
| that | chin | shell | chink | shot |

Teach the sound of *or*.

| | | | | |
|---|---|---|---|---|
| for | born | scorn | stork | form |
| nor | morn | thorn | cork | scorch |
| corn | horn | fork | storm | torch |

REVIEW

| | | | | |
|---|---|---|---|---|
| stab | plum | slip | stall | wall |
| stem | flag | sled | swim | frank |
| dish | fled | scan | drip | frost |
| gush | sang | scum | lamp | drink |
| clam | sung | trot | self | drank |
| cliff | glad | nest | prop | bring |
| snap | glen | milk | cross | brush |
| sniff | rich | spin | jump | plant |
| blot | such | sand | ball | when |
| bless | tack | gift | chick | whim |
| bank | rock | twig | stick | that |
| wink | botch | soft | speck | this |
| plan | pitch | tent | swing | scorch |
| cork | corn | fork | stork | form |

Teach the long sounds of *a, e, i, o, u.*

Great emphasis should be laid on teaching the child that the addition of final *e* makes the preceding vowel long.

| | | | | |
|---|---|---|---|---|
| fade | bīde | mode | nude | dime |
| made | hide | node | cube | dome |
| wade | ride | rode | tube | dame |
| shade | tide | hole | tune | line |
| came | wide | pole | lute | lone |
| dame | side | mole | mute | lane |
| fame | tile | stole | pane | ride |
| flame | dime | dome | pine | rode |
| game | fine | home | bate | rude |
| lame | dine | bone | bite | mate |
| name | line | cone | fame | mute |
| same | mine | hone | fume | mite |
| tame | wine | tone | cape | mote |
| shame | pine | cope | cope | mete |
| cāne | lōbe | hope | lade | made |
| safe | robe | mope | lode | mode |
| mane | code | rope | cane | pane |
| wane | ode | lope | cone | pine |

| | | | | |
|---|---|---|---|---|
| fad | mat | win | dot | flake |
| mad | mate | wine | dote | slate |
| fade | rat | rob | shot | whine |
| made | rate | nod | met | white |
| Sam | bid | robe | mete | while |
| same | hid | node | tub | whale |
| sham | bide | con | tube | slide |
| shame | hide | cone | cut | slime |
| can | dim | hop | cute | grade |
| cane | dine | hope | lake | grape |
| cap | din | mop | brake | grime |
| cape | dime | cop | cake | shame |
| fat | fin | mope | smoke | plate |
| hat | fine | cope | spoke | blame |
| fate | pin | not | woke | flame |
| hate | pine | note | spike | chase |
| nap | bit | cot | slope | drape |
| nape | bite | cote | spade | trade |
| tape | site | rod | spite | grate |
| tap | sit | rode | tribe | crane |

Teach the following consonants: *v*, *V*, *x*, *X*, *z*, *Z*, *y*, *Y*.

Teach the *z* sound of *s* which often occurs, except when *s* begins a word.

| | | | | |
|---|---|---|---|---|
| brave | stove | tax | blaze | nose |
| crave | dive | flax | graze | wise |
| cave | five | wax | gaze | brave |
| gave | hive | vex | daze | five |
| pave | drive | box | glaze | wax |
| rave | live | fox | haze | yell |
| save | van | six | size | blaze |
| shave | vat | fix | prize | rose |
| wave | vim | mix | as | pose |
| cove | vest | yet | is | whiz |
| drove | vote | yell | his | vim |
| wove | vine | yes | close | stove |

REVIEW

| | | | | |
|---|---|---|---|---|
| spin | hose | smell | rose | vim |
| dime | cave | spank | pole | late |
| stove | wax | white | wise | cube |
| spoke | yell | froze | tax | rode |

| | | | | |
|---|---|---|---|---|
| black | frost | thing | spring | strike |
| block | froth | think | scrub | strive |
| branch | grunt | track | strip | stroke |
| bring | gruff | tramp | stretch | brave |
| brush | plank | trick | string | drive |
| cling | pluck | trunk | strong | flame |
| clock | print | trust | strung | scrape |
| cloth | shelf | twist | strut | throne |
| crank | smash | whack | shrub | thrive |
| crash | smith | which | Ben's | shade |
| crush | spank | chick | Jim's | white |
| crust | speck | cluck | Tom's | smote |
| drink | spend | grand | Ned's | smite |
| flash | stamp | sling | Sam's | trade |
| flesh | stand | inch | Kit's | blaze |
| flock | stick | pinch | Tim's | nose |
| frank | sting | bench | Will's | flax |
| fresh | stump | French | Buff's | rose |
| frisk | swing | bunch | Fan's | shave |
| frock | thick | lunch | Rob's | yes |

## SUGGESTIONS TO TEACHERS

The following stories are to be read by the child after he has finished the stories upon the Reading Chart. It will be found a difficult step for the child to pass from the Reading Chart to the Primer, even though the stories are almost identical.

If the Reading Chart has *not* been used, the following stories will need to be taught to the child by the so-called word-and-sentence method. The stories about mamma, Ruth, Kitty, and so forth should be so elaborated by the teacher (at the blackboard) that the words will have become perfectly familiar to the child before he is given the stories upon the printed page.

In either case, whether the Reading Chart is used or not, the blackboard should be used constantly by the teacher in developing new words and sentences. There is a mental alertness developed in the child by reading a word or a story printed by the teacher upon the blackboard which cannot possibly be aroused from the printed chart or book.

# PART I

mamma see kitty

See mamma.
See kitty.
Mamma, see kitty.
See kitty, mamma.

my can

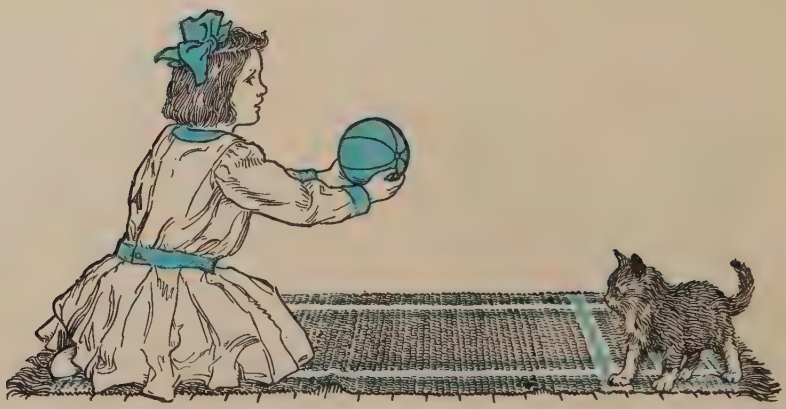
My kitty.
See my kitty.
See my kitty, mamma.
See mamma.
See mamma, kitty.
See my mamma, kitty.
My kitty can see.
My kitty can see my mamma.

I have a

I have a kitty.
I have a kitty, mamma.
Mamma, I have a kitty.
See my kitty, mamma
Mamma, see my kitty.
Mamma can see my kitty.
See my mamma, kitty.
My kitty can see my mamma.

doll like

I have a doll.
I have a doll, mamma.
See my doll.
See my doll, mamma.
See my doll, kitty.
I like my doll.
I like my kitty.
Can kitty see my doll?
Mamma can see my doll.
I can see my doll.



play to ball

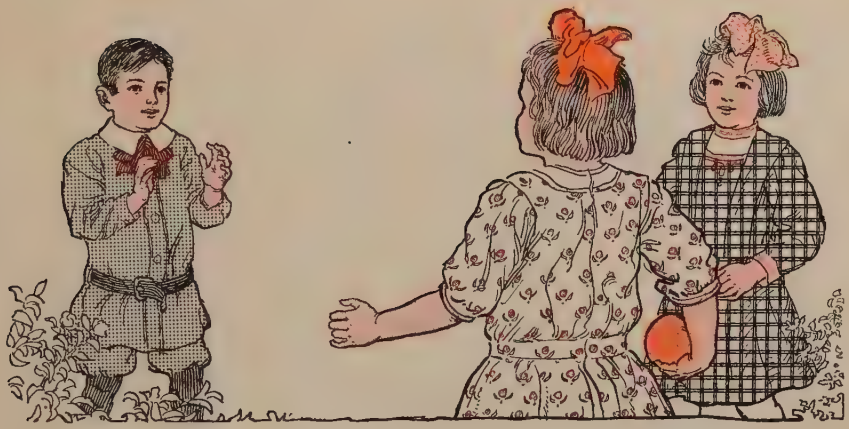
I have a ball.
I have a ball, mamma.
Mamma, see my ball.
Can kitty see my ball?
See my ball, kitty.
I can play ball.
Kitty can play ball.
Mamma can play ball.
I like to play ball.
I like to have a doll.
I like to have a kitty.

Rover is dog

Rover is my dog.
See my Rover.
Rover can play.
Rover can play ball.
My dog can play ball.
Rover can see kitty.
Can my kitty see Rover?
I like my Rover.
I like my kitty.
I like my ball.
I like my doll.

you me has

See me, mamma.
Can you see me?
Can Rover see me?
Can kitty see me?
Can my doll see me?
Rover has a ball.
I have a ball.
Can you play ball?
Can you see me play ball?
I like to see Rover play ball.
Kitty has a ball.
I like to see kitty play ball.
Can you play ball, mamma?
Can my doll play ball?
Rover can play ball, mamma.
Can you see Rover play ball?
Kitty and Rover can play ball.
I like to see kitty and Rover play ball.



John Ruth catch the

See my ball.
John can catch my ball.
Ruth can catch my ball.
Can you see John?
Can you see Ruth?
Can you see me?
Can you catch my ball?
Catch the ball, John.
See Ruth catch my ball.
Catch the ball, Rover.
See Rover catch the ball.

## REVIEW

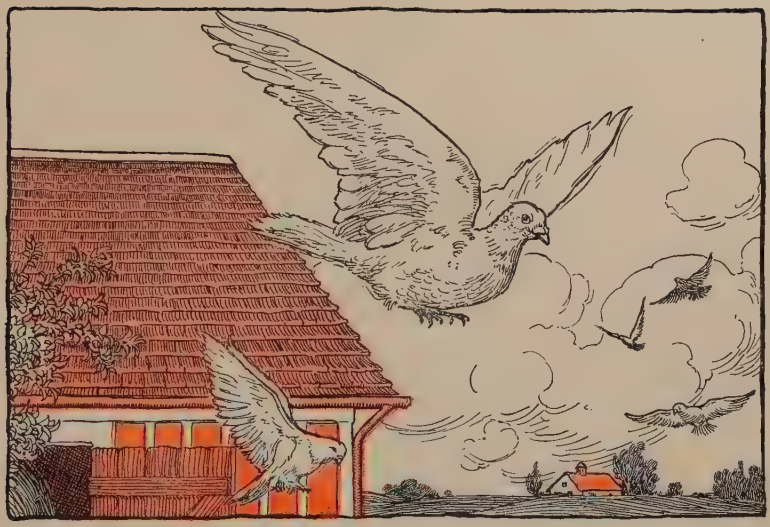
John has my ball.
See my ball, mamma.
I can catch my ball.
Kitty can catch a ball.
Ruth has a doll.
I have a doll.
I have a dog.
See my dog, mamma.
See Rover, Ruth.
John has a kitty.
Ruth has a kitty.
Can you see kitty play?
I like kitty.
I like to see kitty play.
I can see Rover.
Rover can see John.
I like my dog.
Mamma, see Rover play.
I like you, Rover.

book pretty read

See my pretty book.
Can you read?
I can read a book.
John has a book.
John can read my pretty book.
John can read to Ruth.
I can read to my pretty doll.
Ruth has a kitty.
Have you a kitty?
Can you read to the kitty?
I like to read to my kitty.

with ride do his horse

John has a horse.
John can ride his horse.
Do you like to ride a horse?
I like to ride.
I can ride a horse.
Mamma likes to ride.
John likes his horse.
John can catch his horse.
Rover is my horse.
I like to play with Rover.
My dog likes to play with me.



doves fly feed corn

See the pretty doves, mamma.
I like to feed the doves.
Have you the corn, John?
My pretty doves like the corn.
I can feed the doves.
Ruth likes to feed the doves.
Feed the corn to the doves, Ruth.
See the doves fly, mamma.
Fly! pretty doves, fly!

little baby sister too and

See the little baby.
The baby is my little sister.
I like to play with my baby sister.
I can read my book to baby, too.
Baby sister and I like to play ball.
Rover can play with baby sister, too.
Kitty and I can play with baby sister.
Can you see my doves?
I can feed corn to my doves.
Baby and I can feed the doves.
Baby sister likes to feed the doves.
Baby likes to see the doves fly, too.

school
go

not
yes

Do you go to school?
Yes, I go to school; do you?
I go with John and Ruth.
Rover can not go with me.
Do you like to read my book?
I can read a pretty book.
Can you read my little book?
I like to go to school.
I have my ball with me, too.
I play ball with John and Ruth.
Baby sister can not go to school.

pies cakes sand make may

Can you make sand pies?
I can make sand pies.
I can make sand cakes too.
I like to play with the sand.
Baby likes to see me play.
Baby can not make pies.
Baby is too little.
I can make a cake, Ruth.
Do you like sand cakes?
I can make baby a little cake.
Baby, you may have my cake.
I make pretty little sand pies too.
Ruth can make pretty little cakes.
Ruth likes to play with the sand.
Baby likes to play with the sand, too.
See Ruth and baby play with the sand, mamma.

NOTE. If the school is located where the children have no idea of what playing in the sand means, the teacher must not think of reading this story until she has told them enough about "how it is done" and the "fun of doing it" to arouse their interest.

party come what will

Mamma, may I have a party?
Yes, you may have a party, Ruth.
May John come to play with me?
May Rover and kitty come, too?
Mamma will make the cakes.
John can ride to the party.
John will come with his horse.
Sister will come with Rover.
What a pretty party!
Will you have a cake, mamma?
Yes, and Rover likes cakes, too.
Do you like pie, John?
What will the little horse have?
Do you like corn, little horse?
The dolls can not have the cake.
Baby can not come to my party.
Baby is too little.
Baby will play with mamma.

## REVIEW

John has a pretty little horse.
I like to feed the horse.
Ruth has a pretty dove.
See the dove fly, mamma.
Have you a little dog, Ruth?
I have a little doll, John.
I like to go to school.
I go to school with John.
I like to play with my ball.
Ruth and I play ball with John.
Mamma has a little kitty.
I like to play with kitty.
Can you see my baby sister?
My baby sister can not read.
I read my book to baby sister.
Rover is a little dog.
Rover likes to play.
Rover and kitty like to play ball.

Rover likes to play with sister.
I can make sand pies.
I make sand pies with mamma.
Do you like to have a party?
What a pretty party, Ruth!
You and I will go to the party.
John can ride his pretty horse.
I like to ride John's horse.
Do you like to ride, too?
Do you go to school?
I read a book in my school.
We can play school at Ruth's little party.
John, you may read to me in my book.
Ruth, you may read in my book, too.
Baby and Rover can not read.
We will make sand pies at Ruth's little party.
Ruth will make baby a little sand cake.
Can you see this sand cake, baby?
I can make one for you, too.
Mamma will come to Ruth's party.

## SUGGESTIONS TO TEACHERS

The stories immediately following introduce a very important step in the teaching of phonetics. Up to this point the child, in all probability, has not applied his phonetic power in the slightest degree to his reading, but, from now on, a number of easy phonetic words will be interwoven with the words which he has been taught as sight words.

This step is a difficult one for the child. The teacher will be surprised and disappointed at the pupil's lack of power in sounding in his *reading* lesson the same words which he can give without hesitation from the *tables*. Care, time, and patience will be necessary to assist the child over this difficulty.

## Santa Claus

Can you see Santa Claus?
Santa Claus is a big, fat man.
See his big bag.
What is in the bag, Santa Claus?
A little dog for Rob.
A big muff for Bess.
A red top for Don.
A pretty cap for mamma.
A mug for little sister.
A little tin pan for kitty.
A pretty mat for Rover.
I like you, Santa Claus.

knife your

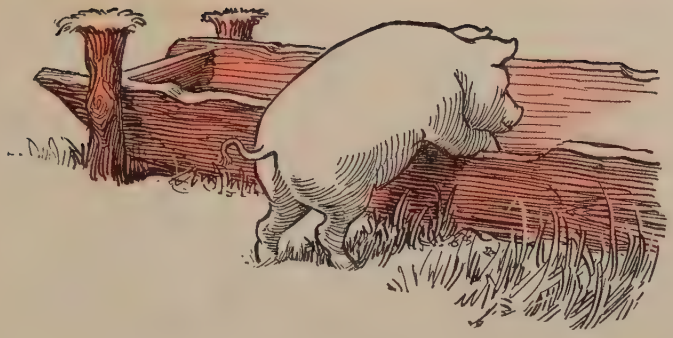
I have a big knife.
See me cut with it.
I can make a top.
Can you see my top, Ruth?
I can make a doll's bed.
Has your doll a bed, Ruth?
I can make a little gun too.
Have you a little gun, Rob?
I can make a tent.
See the little bed in my tent.
Ruth, will your doll sit in my tent?

papa

See me catch my papa.
My papa is a big man.
See my papa's cap.
See papa toss me up, up, up!
I can ride on papa's cap.
I will hug you, papa.
I like to play with my big papa.
I like to kiss my papa.
Have you a big papa, too?

game said no

Let us play a game.
What have I in my lap?
Can you tell what it is?
"Is it a bell?" said Tom.
No, it is not a bell.
"Is it a muff?" said Bess.
No, it is not a muff.
"Is it a little pin?" said Nan.
No, it is not a pin.
"Is it a little gun?" said Rob.
No, it is not a gun.
"Is it a little red top?" said Ruth.
No, it is not a red top.
I will tell you.
See, it is a little rag doll.
Do you like to play a game?
Have you a rag doll, too?
I like my little doll.



into eat he

Tom is my little pig.
Tom likes to eat nuts and corn.
I shut my little pig in his pen.
Can you see him run in his pen?
I like to toss corn to Tom.
Tom likes to run.
Tom can play tag with me, too.
Papa will not sell my pig.
Do you like little pigs?

Note. If the children live where they have never seen a pig or a chicken, the teacher must not think that these stories have no interest and are of no use to them, for the city child needs mental pictures of things in the country just as the country child needs to know the things of the city. Here, then, is an opportunity for the teacher, by pictures and stories, to broaden the experience of the child. On no account should the stories be read until the child's interest has been aroused.

Buff is my little chick.
See his little bill.
Buff can pick up bugs.
See him snap at the bugs.
I can feed Buff corn.
I feed Buff corn in a cup.
See Buff pick up the corn.
I will fill the cup with corn.
Buff's mamma is a big hen.
Buff's mamma can catch bugs, too.
See Buff fly to his mamma.

fast we

This is my big dog.
My dog is Dan.
Can you see his cap?
My mamma made it.
Dan can sit up and beg.
I feed Dan little cakes.
Dan and I have a little tent.
We have a bed in the tent.
The tent is on a big hill.
Dan can run to the top of the hill.
See Dan run and play.
I have my big dog.
John has a little horse.
My dog can run like the wind.
See him run with John's horse.
John can ride his horse fast.
Run! run! little horse.
Dan can not catch you.

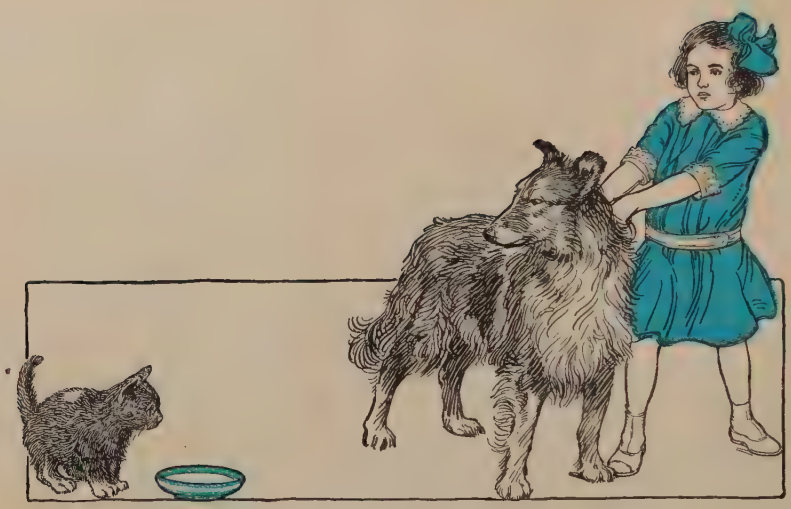
put coat rain water how

See the drops of rain.
How the drops splash on the sand.
Mamma, may I splash in the water?
No, Tom, you will get wet.
Mamma, I will put on my thick coat.
Yes, you may go, Tom.
See Tom splash in the water.
Rover likes the water, too.
See him play with Tom in the rain.
The rain will not wet Rover.
His coat is too thick.

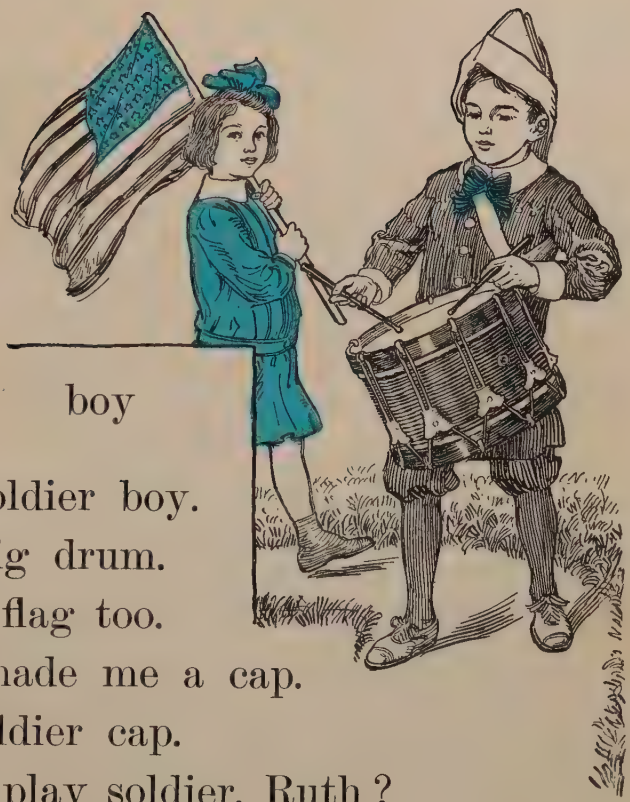
bird she

Tom, Tom, will you rake up the grass?
Yes, mamma, I will.
You will see the rake in the shed.
I have the rake, mamma.
I will rake up all the grass.
Mamma, mamma, see the little bird!
See the bird fly up from the grass!
Has she a nest in the grass?
Yes, yes, I see the nest.
The nest has eggs in it.
Tom ran to tell his mamma.
Mamma, a bird has a nest in the grass!
Come and see the bird's nest, mamma!
The nest has pretty little eggs in it.
Will the eggs hatch, mamma?
Yes, Tom, the little eggs will hatch.

Note. If the school is in a city, the teacher should tell the children a few stories about "birds' nests in the grass" before reading this page.



Spot is my little kitty.
Spot can run and jump.
Spot can play ball.
Can your kitty play ball, too?
I can feed my kitty.
See my kitty lap the milk.
What a bad dog Rover is!
You can not have kitty's milk, Rover.
Run, you bad dog.
Kitty's milk is not for you.
Come, kitty, and get your milk.

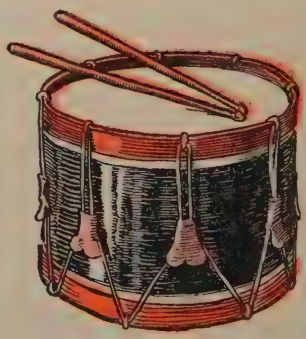


soldier boy

I am a soldier boy.
See my big drum.
I have a flag too.
Mamma made me a cap.
It is a soldier cap.
Will you play soldier, Ruth?
You may take my flag.
I will take my drum.
See my drum sticks.
I can tap my drum, rub-a-dub-dub.
My sticks tap the drum.
Rub-a-dub-dub, rub-a-dub-dub.

## buy

I am a store man.
What will you buy, Tom?
See this long whip.
This whip will cost a pin.
See me snap the whip.
Will you buy the whip, Tom?
No, I will not buy a whip.
This is a pretty red top.
Here is a string to spin it.
See the top spin.
Will you buy a top, Tom?
No, I will not buy a top.
Here is a drum, Tom.
See the drum sticks.



You can tap the drum, rub-a-dub-dub!
Will you buy this drum, Tom?
Yes, I will buy the drum.
I will buy the drum sticks, too.

# PART II

Part II is intended to be read by the child after he has finished the phonetic work of the Phonetic Chart and has reviewed for quick recognition the phonetic lists on pages 1 to 15 of this Primer.

The following reading exercises are so arranged as to call still further upon the child's power of sounding. Throughout the remainder of the book, only such words as the child is unable to sound will be found at the head of the lesson.

One of the great obstacles encountered in teaching phonetics is to find reading matter which does not present too many phonetic difficulties at one time. In the following exercises the phonetic facts are introduced into the reading only after they have been taught in table form and thoroughly developed. For instance, no story is given with a word containing the sound of *oa* or *oe* until the table containing these sounds (see p. 66) has been mastered by the child.

The following table contains words with the vowels *e*, *i*, and *u*, when modified by *r*:

*er*, *ir*, *ur* } like sound of *rr*

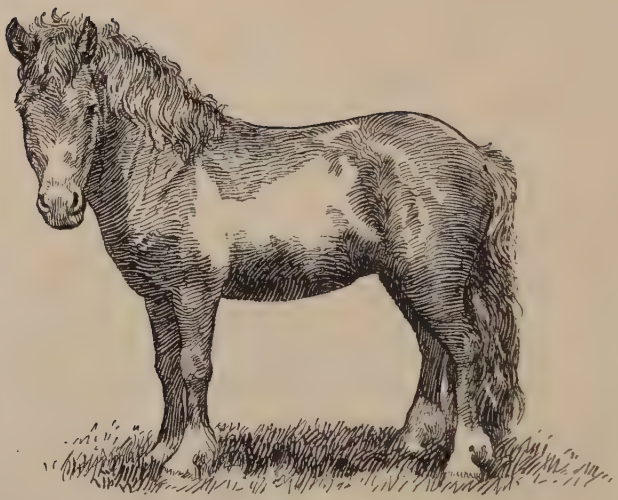
| | | | | |
|---|---|---|---|---|
| sir | stir | cur | curl | stir |
| her | dirt | fur | furl | hurl |
| serf | first | slur | hurl | twirl |
| fern | bird | blur | surf | swirl |
| pert | gird | purr | turf | whirl |
| herd | firm | burr | hurt | birth |
| jerk | shirt | spur | spurt | bird |
| clerk | skirt | turn | gird | herd |
| term | chirp | burn | girth | burn |
| perch | third | churn | mirth | birth |

REVIEW

| | | | | |
|---|---|---|---|---|
| fir | fern | sir | stir | fork |
| or | turf | her | curl | hurt |
| fur | firm | turn | pert | third |
| for | term | horn | shirt | perch |

The following table contains common two-syllable words. Teach sound of *y* when like short *i*:

| | | | |
|---|---|---|---|
| dip | riv er | morning | pen |
| dip per | ev er | matting | pen ny |
| run | din ner | mending | fun |
| run ner | fast er | dipping | fun ny |
| hunt | dip | running | pup |
| hunt er | dip ping | hunting | pup py |
| sing | run | dip | penny |
| sing er | run ning | dipper | happy |
| up per | hunt | dipping | sunny |
| sup per | hunt ing | run | puppy |
| dip per | sing | runner | handy |
| mat ter | sing ing | running | letter |
| let ter | mend | hunt | sister |
| sis ter | mend ing | hunter | hunting |
| af ter | mat ting | hunting | supper |
| win ter | kiss ing | sing | morning |
| rub ber | rub bing | singer | winter |
| fat ter | rock ing | singing | butter |



My name is Dick.
I am a big horse.
You may pat me.
You may ride me.
Will you ride on my back, Tom?
I will not run fast.
I will not kick.
I will not jump.
I will stand still.
I like to have Tom ride on my back.
I can run like the wind.

hear

Tom has a red top.
See him spin it.
Can you spin a top?
Hear my top hum!
It sings m — m — m.
It is fun to spin a top.
Can you hear it hum, Tom?
I think it sings, "Spin me! spin me!"
Have you a top?
Yes, I have a big black top.

Here is Tom.
Here is his dog.
The dog's name is Jack.
Jack is a big black dog.
Jack likes to run fast.
Tom likes to run fast, too.
Jack likes little Tom.
He likes to play with Tom.
He is fond of Tom.
He is fond of kitty.
Jack and kitty play with Tom.

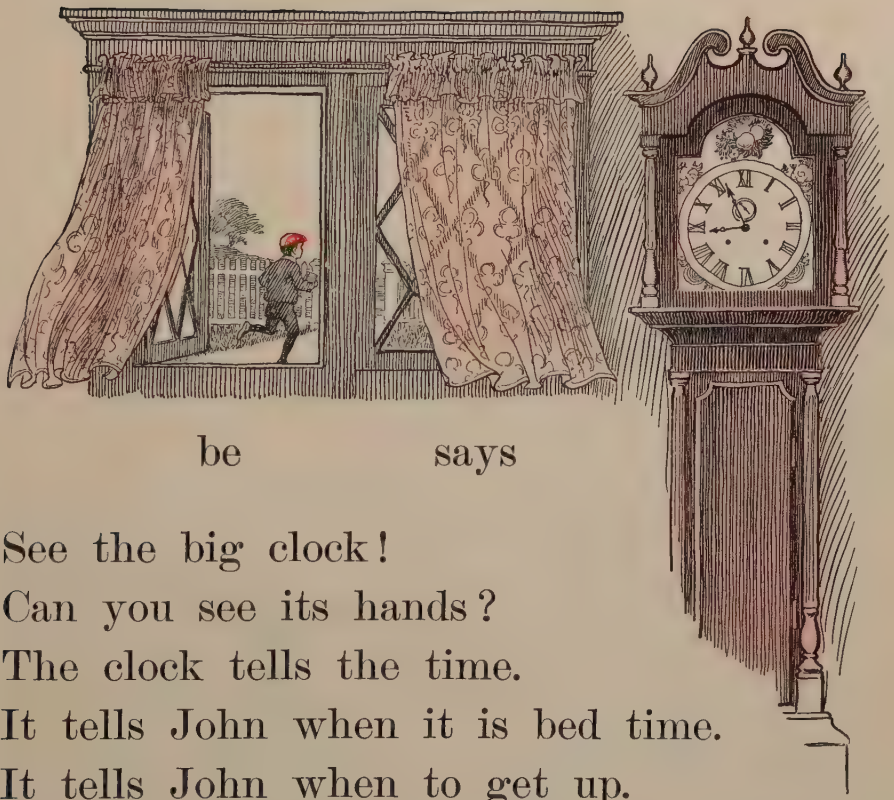
warm scratch

See the black hen.
See the little chicks.
Shall I pat them?
See them run and scratch.
Let me pick them up, Tom.
Chick! chick! chick!
Run fast, little chicks.
Pick up the corn.
See the little chicks run.
See them peck at the corn.
The hen runs with them.
What can little chicks scratch?
Little chicks can scratch up the sand.
The black hen said, "Cluck! cluck!"
She will make the chicks warm.
I like hens and chicks.

NOTE. Almost all children, even in cities, have seen hens and chickens. If they have not, the teacher must tell them a few stories and show them appropriate pictures before this page is read.

give push down high

See little Bess in the swing.
She likes to swing up and down.
See Bess swing up, up, up!
See Bess swing down, down, down!
Run, John, and give Bess a push.
Bess likes to swing high.
Jump down, Bess, and let John swing.
John likes to swing as well as you.
Give him a big push, Bess.
Bess and John swing a long time.



be says

See the big clock!
Can you see its hands?
The clock tells the time.
It tells John when it is bed time.
It tells John when to get up.
"It is time for school," says the clock.
"Tick-tock, tick-tock! you must run.
It is late, the bell has rung.
School will not stop for you."
John likes his school.
He will be on time.

eyes pull blind

Tom and Bess like blind-man's-buff.
It is such fun!
Keep still, Bess.
May will blind Tom's eyes.
Can you see me, Tom?
No, I can not see you.
Take care, May! Tom will catch you.
See, he has Bess at last.
Did he stop her?
No, she has run past him.
See him run for May.
Will he catch her?
Yes, he has her hand.
It is May's turn next.
Tom jumps up and down.
He pulls May's dress.
Take care, Tom, or May will catch you.

NOTE. Blind-man's-buff is one of the most fascinating games for children. Be sure that the pupils know about it before reading this page.

would ears

I am a little black kitten.
My name is Spot.
I have a little white spot on my back.
My fur is fine and soft.

You would like to pat my fur.
My mamma is a big cat.
My mamma has black fur, too.
I like to play with my mamma.
I can run fast and I can jump too.
I can jump on my mamma's back.
Mamma will box my ears.
My mamma will not hurt me.
Have you a little kitten?
I can run and jump and catch a ball.
My mamma can run and jump, too.
My mamma can catch a rat.
I can not catch a rat.
I am a little kitten.

In the words of this table, *e* followed by *a*, and *ee* take the long sound of *e* (see p. 19 in the Phonetic Chart):

*ee*, *ea* } = *e* long

| | | | | |
|---|---|---|---|---|
| feel | tree | eat | seat | sea |
| feet | deed | ear | heel | see |
| free | beak | east | peak | tea |
| deer | bead | plea | read | peal |
| feed | bean | each | need | each |
| deep | deem | beat | heed | seek |
| fleet | weed | bleat | keep | steal |
| creep | beast | bleak | reach | spear |
| cheer | beam | weep | sneak | weak |
| greet | three | week | street | sweet |
| bleed | cheek | cheat | wheel | speak |
| green | sweet | cheap | scream | steam |

REVIEW

| | | | | |
|---|---|---|---|---|
| mat | see | spin | tea | seat |
| mitt | mate | seam | stick | beef |
| mite | mute | trunk | flash | slope |
| meet | meat | brave | steam | cream |

In the following lists of words *ai* and *ay* have the long sound of *a* (see p. 19 in the Phonetic Chart):

$$\left.\begin{matrix} ai \\ ay \end{matrix}\right\} = a \text{ long}$$

| | | | | |
|---|---|---|---|---|
| say | sail | rail | ray | jay |
| jay | aim | sail | tail | fail |
| ray | pail | day | bail | flail |
| gay | rain | rain | wait | raid |
| day | paid | fray | mail | tray |
| pay | pain | gray | bray | paid |
| hay | mail | mail | snail | trail |
| stay | staid | plain | chain | stay |
| way | maid | main | waist | clay |
| may | train | stray | sprain | pray |

REVIEW

| | | | | |
|---|---|---|---|---|
| fir | her | pay | five | aid |
| bill | rain | mail | bird | sail |
| bail | seat | paid | cork | her |
| bell | burr | chick | play | hay |
| ball | bore | weep | three | way |
| bale | shame | perch | blaze | nose |

The following arrangement will be of assistance in teaching the equivalents of the long sounds of the vowels. Notice that the sound of the first vowel usually governs. The same table will be found on page 19 of the Phonetic Chart. Besides the Phonetic Chart and the blackboard, the letter cards will be found helpful in fixing these vowel sounds.

| | | | | |
|---|---|---|---|---|
| e mete | a pane | o rode | i tide | u mute |
| ee meet | ai pain | oa road | ie tied | ue cue |
| ea meat | ay pay | oe roe | y by | ew new |

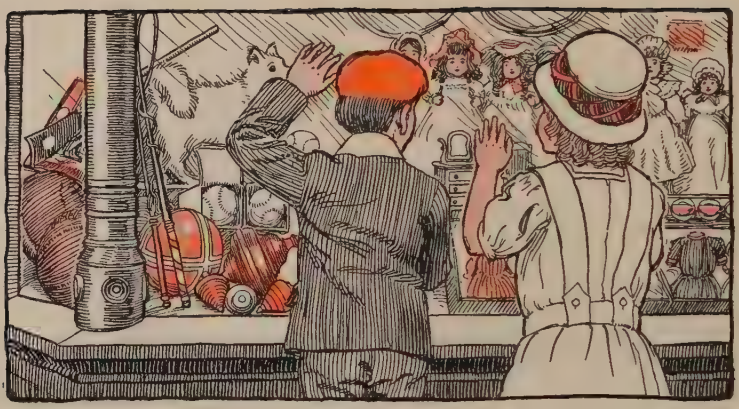
Teach the sound of *ar*.

| | | | | |
|---|---|---|---|---|
| far | lark | lard | arm | or |
| car | bark | card | farm | for |
| tar | hark | bard | harm | fur |
| jar | park | yard | charm | far |
| bar | dark | hard | barn | car |
| star | spark | tart | darn | cur |
| scar | shark | cart | yarn | par |
| mar | mark | part | arch | purr |
| char | carp | dart | parch | firm |
| spar | harp | start | starch | farm |
| spark | sharp | smart | march | form |

two other they grandpa

Fred is at his grandpa's.
He thinks it is fun to visit grandpa.
Fred likes to feed the hens and ducks.
He likes the two little pigs best of all.
They are such funny little pigs.
They chase each other in the pen.
They grunt and take each other's corn.
The little pigs made a hole in the gate.
Then they ran up the path.
Fred chased them back into the pen.

NOTE. A few stories as an introduction will prove very helpful.



cents money

"See all my money," said John.
"I have five cents, too," said May.
"Let us go to the store," said John.
"Yes, yes, let us go," said May.
"Let me take your money," said John.
"I will keep it safe in my big pocket."
Can you see May and John at the store?
"See all the pretty dolls," said May.
"See the balls and whips and tops."
What do you think John will buy?
What do you think May will buy?

walk try house

Mamma, see how tall I am.
I am as tall as my papa.
I can see into the house.
What do you think Fred is standing on?
His papa has made him a pair of stilts.
It is funny to see him walk.
What long steps he can take!
See him walk up and down the street.
Do you think he can walk up the steps?
See Fred try to run.
Did you ever try to walk on stilts?

pony

See the pretty pony papa gave me.
I will call him Dick.
See his black mane shine in the sun.
Dick, Dick, see this candy in my hand.
Come, Dick, come and eat the candy.
See him put his nose into my hand.
I will give you this candy.
Then you must give me a ride.
Bess leads him close to a box.
Then Bess jumps on his back.
Bess clucks to Dick and off they go.

one old very

Tick-tock! tick-tock!
Hear the clock tick.
It is a very tall clock.
It is a very old clock.
It stands in the hall.
Can you see the old clock's hands?
One is short and one is long.
What do you hear the clock say?
Hear it strike! ding-dong! ding-dong
It calls us to school.
School-time! school-time!
It calls us to dinner.
Tick-tock! tick-tock!
Dinner! dinner!
It calls us to supper.
Tick-tock! supper!
Tick-tock! supper!
What a funny old clock!

$$\left.\begin{matrix} oa \\ oe \end{matrix}\right\} = o \text{ long}$$

(See p. 19 in the Phonetic Chart.)

| | | | | |
|---|---|---|---|---|
| foe | coal | loaf | foe | Joe |
| toe | coat | load | oak | coal |
| doe | soap | tone | loan | coat |
| hoe | boat | goat | rode | boat |
| woe | soak | toad | road | toad |
| Joe | float | mote | float | soak |
| hoe | roast | moat | goad | loam |
| dote | foam | toast | hoed | roast |
| rope | boast | whoa | coast | roam |
| hope | coach | groan | groan | moan |

REVIEW

| | | | | |
|---|---|---|---|---|
| bit | foe | coal | Joe | his |
| bat | toad | dark | hoe | girl |
| but | mail | milk | loaf | rose |
| bite | beet | herd | birch | wax |
| beat | soap | horn | north | cave |
| boat | skate | toast | church | buzz |

In the following words final *y* and *i* when followed by *e* take the long sound of *i* (see p. 19 in the Phonetic Chart):

$$\left.\begin{matrix} y \\ ie \end{matrix}\right\} = i \text{ long}$$

| | | | | |
|---|---|---|---|---|
| by | fly | fie | die | fry |
| fry | sty | lie | pie | shy |
| sly | cry | tie | hie | dry |
| pry | spy | try | tied | fried |
| shy | sky | my | cried | pried |
| dry | spry | why | dried | spied |

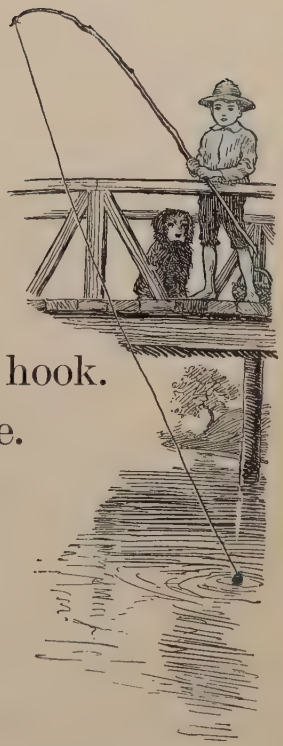
REVIEW

| | | | | |
|---|---|---|---|---|
| car | fly | toe | ray | lie |
| cur | pie | feel | tied | toe |
| mill | sky | bait | nail | hie |
| care | mix | soap | sort | fail |
| core | bird | near | east | way |
| cure | dive | hone | spry | coat |
| mile | why | smile | feed | float |
| mail | herd | shade | bean | hoed |
| meal | horn | sweet | pried | dried |
| male | sleek | peach | bench | chain |

Teach the sounds of *ble, ple, dle, tle.*

| | | | |
|---|---|---|---|
| little | satin | roses | ever |
| apple | robin | foxes | after |
| lifted | eaten | robin | satin |
| turtle | fallen | fishes | little |
| bottle | lesson | tassel | eaten |
| kettle | prison | ticket | apple |
| nibble | kitten | feeble | fishes |
| patted | cotton | travel | travel |
| napkin | person | kitten | funny |
| bundle | wagon | locket | lesson |
| middle | bobbin | horses | penny |
| started | button | basket | dipper |
| tumble | garden | pocket | supper |
| hunted | napkin | kennel | napkin |
| trotted | sermon | houses | needle |
| planted | mutton | button | picking |
| mended | chicken | dresses | kitchen |
| thimble | children | hunted | peeping |
| stumble | common | trinket | hunting |

## Bow-wow



See my new fish pole.
It is as tall as a little tree.
My papa made it for me.
He made me a fish line too.
I have a bent pin for a fish hook.
I can catch fish with my pole.
Can you see my fish line?
It is in the water.
How fast the water runs!
Bow-wow is my dog.
He likes to go fishing, too.
How he barks when I catch a fish!
See him jump on the fish.
Bow-wow, bring the fish to me.
I will put it in my basket.
I have one, two, three little fishes.
See them in my basket.
It is time to run home, Bow-wow.

city look live

See papa in the tree.
He stands on a ladder.
He is picking apples.
How red they look.
Papa will drop them into his basket.
Oh! what a big basket of apples.
See papa turn them into the barrel.
Can you see the barrel under the tree?
Papa sends his apples to a big city.
Do you live in a city?
Have you seen a man selling apples?
He has them on a big tray.
What big red apples!
He will sell an apple to you.
Do you like to eat apples?
They may come from my papa's tree.

Note. If the pupils have never seen apples growing, this page will need to be prefaced with a few stories.

oh

See this dear little boat.
It is Tom's boat.
Tom is five years old to-day.
"To-day is my birthday," said Tom.
"I am five years old.
See me sail my boat in the tub.
See it sail from side to side."
"May dolly have a sail?" said Bess.
"Yes, she may sail in my little boat."
"Do not splash the waves, Tom.
My doll will get all wet.
Oh, my dear little doll is in the tub!"

their are away

Did you ever go to the sea shore?
Did you hear the waves dash on the sand?
How they roar, roar, roar!
Can you see two children?
See them cling to their hats.
They are Tom and May.

They run up and down the beach.
They splash in the waves with their bare feet.
Oh, Tom has a big sea weed.
How soft it feels!
"Let me take it, Tom," said May.
"I will put it in my little pail.
I will take it to mamma."
"No, it is too wet," said Tom.
"Let us pick up the pretty shells.
We can take those to mamma."

Note. The children should not read this page until the teacher has told them stories about the ocean, the waves, the beach, the seaweed, the shells, the pebbles, the boats, the wind, etc. Pictures are helpful, especially blackboard sketches, however crude they may be.

Dear mamma, see what I have in my hand.
Papa has made me a kite.
I think it will reach up to the sky.
See what a long tail it has!
Oh, Fred, will you help me fly my kite?
Please take the kite in your hand.
Then I will run with the string.
Away the kite goes, up, up, up!
See its long tail!
Take the string, Fred.
See it swing from side to side.
Fred, you must make a kite.
Can you make one like a box?

out was engine

Hark! what was that?
It was the fire bell.
Let us run! look!
Here they come!
How fast they run!
See the three white horses!
How their feet clatter on the stones!
Hear the bell ring!
Ding-dong! ding-dong! ding-dong!
See the black smoke and the sparks!
How they fly from the engine!
We must stand back out of the way.
The fire men can not stop for us.
How strong the fire horses must be!
Hark! can you still hear the bell?
Ding-dong! ding-dong! ding-dong!

Note. If the school is in the country where the children have never seen a fire engine, the stories on this page should not be read until the teacher has told her pupils all she can about the use of the fire engine in the city.

some hurrah open

Hurrah for a picnic!
Fred, Ned, Tom, and little Kate will go.
Mamma will give them the lunch basket.
Shall I tell you what is in it?
Will you take a peep and see?
I see some eggs and meat.
I can see cake and candy.
Here are some nuts too.
Can we eat it all?
What a dear mamma we have!
Papa will hang a swing in the tree.
Kate, will you open the big basket?
Can you see the eggs and the meat?
Do you like nuts and cake and candy?
"You must be hungry," said papa.
Yes, yes, we are all hungry.
What fun to have a picnic!
Hurrah for the picnic!

In the following words *oo* is pronounced like *u* in rude.

| | | | | |
|---|---|---|---|---|
| coo | coop | tool | stool | soon |
| too | noon | pool | tooth | cool |
| moo | loose | spool | proof | soot |
| hoof | goose | roof | moon | roost |
| roof | room | poor | loop | shoot |
| boot | boom | hoop | troop | bloom |
| root | broom | spoon | scoop | stoop |
| toot | brood | smooth | swoop | whoop |

REVIEW

| | | | | |
|---|---|---|---|---|
| fill | fry | tie | dry | dart |
| fell | Joe | cork | first | why |
| fall | day | leaf | pail | froze |
| fail | bird | dark | root | chirp |
| fool | toad | cove | leap | stray |
| feel | fried | burn | goat | whoa |
| file | tool | poor | dried | shoot |
| boot | rope | stool | tooth | broom |
| maid | soon | sleek | spoon | smooth |

In the following words *ew* and *ue* are pronounced very nearly like *u* long (see table, p. 19, in the Phonetic Chart):

*ew*, *ue* } like *u* long

| | | | | |
|---|---|---|---|---|
| pew | cube | few | sue | hue |
| new | tube | dew | cue | due |
| lute | stew | hew | rule | tune |
| mute | mew | news | rude | flute |

REVIEW

| | | | | |
|---|---|---|---|---|
| bar | tie | cue | toe | is |
| ban | doe | girl | why | shy |
| sky | five | way | robe | hue |
| few | mix | dust | horn | hew |
| new | rain | wipe | buzz | hare |
| burr | loaf | wide | wade | pool |
| bore | fern | bare | harm | spry |
| boot | leap | poor | stoop | heap |
| hope | sleep | made | peach | poke |
| bane | prize | twist | shark | snail |
| barn | scarf | snare | chain | toast |
| bone | spurt | perch | blame | churn |

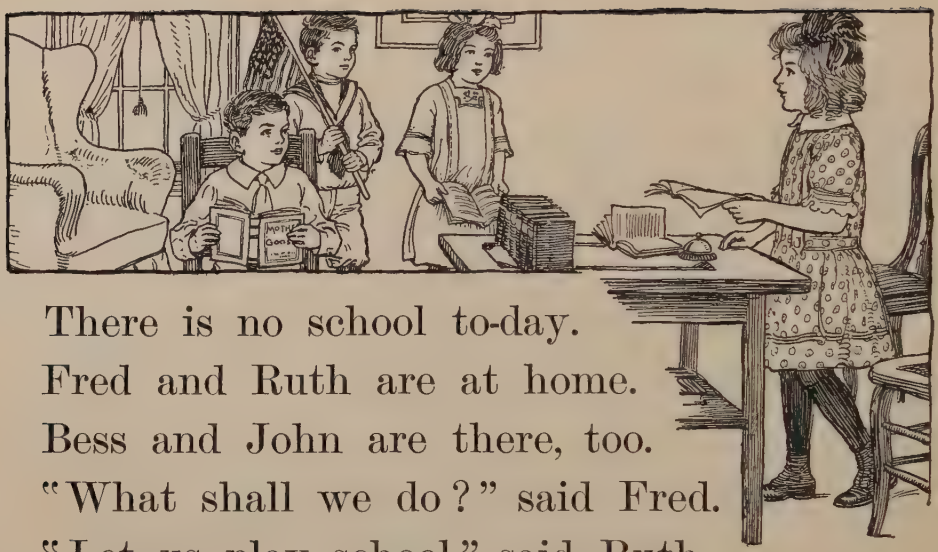
foot

Papa gave me my big boots.
See my new boots!
My boots are made to kick a foot ball.
I can kick it up, up, up.
Can you catch my foot ball, Ned?
I will kick it to Ned.
Ned will kick it to Tom.
Tom will kick it to me.
See the ball go up in the air!
Oh, it is on the roof!
I hope my foot ball is not lost.
"No, I can see it," said Tom.
What fun it is to play foot ball!

station ready

Are you ready to go on the train?
Can you see the smoke from the engine?
The engine says, "Toot! toot! toot!
Hurry, hurry! I am ready to start!
Come, John, run up my steps!
Hurry, hurry! no time to be lost!
Hear my bell, ding-dong, ding-dong!
Get off the track! get off the track!
The engine is coming!
Hurrah! away we go!
See the trees rush by!
How fast we go!
Can you hear me toot?

Get off the track! get off the track!
The engine! the engine is coming!"
Here we are at the station.
Come, John, it is time to get off.
We are home at last.



There is no school to-day.
Fred and Ruth are at home.
Bess and John are there, too.
"What shall we do?" said Fred.
"Let us play school," said Ruth.
"Yes, I will be the teacher," said Bess.
"What will be my lesson?" said Ruth.
"I will tell you," said the teacher.
"You must sing a song."
"What will be my lesson?" said John.
"John, you must read a book," said Bess.
"What is my lesson, teacher?" said Fred.
"Fred, you may wave the flag.
I will strike the bell.
You must all be very still."

tricycle

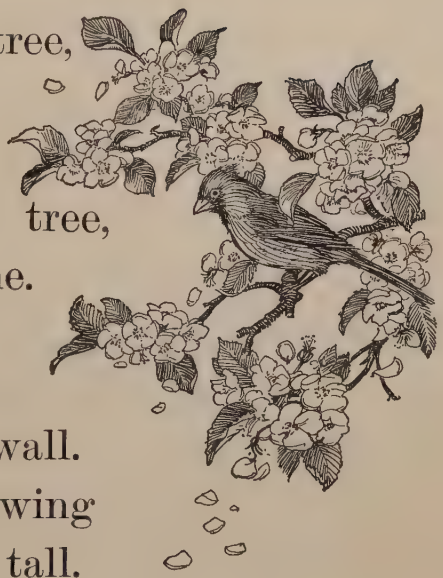
This is my tricycle.
Santa Claus gave it to me.
See how fast I can go!
See my feet spin!
Faster and faster go the wheels!
See Tom try to catch me!
Run, Tom! run fast, Tom!
You can not catch me!
You may have a ride, Tom.
Do you like to ride?
It is fun to ride a tricycle.

head throw snow

I am a big snow man.
Dick and Rob made me.
They made me out of soft snow.
My legs are two big snow balls.
My head is a snow ball, too.
I have two funny arms.
I have a big, big nose.
Do not throw snow balls.
Do you wish to hit me?
Dick, Dick, you have hit my big nose.
Oh, I am a poor snow man.
I can not run away.
See, you have hit my arm.
Oh, my poor head is off.
My poor arms are off, too.
I am a snow man no longer.

NOTE. If the school is where snow men can not exist, here is an excellent opportunity for the teacher to describe them. Before reading, she should give the children a mental glimpse of old Jack Frost.

## about



Little red bird, in the tree,
In the tree,
In the tree,
Little red bird, in the tree,
Sing a song for me.

Sing about the roses
On the garden wall.
Sing about the bird swing
In the tree top tall.

Little red bird, in the tree,
In the tree,
In the tree,
Little red bird, in the tree,
Sing a song for me.

(Adapted from old nursery song)

In the following words *au* and *aw* take the sound of *a* in all (see table, p. 19, in the Phonetic Chart):

$$\left.\begin{matrix} aw \\ au \end{matrix}\right\} = a \text{ in all}$$

| | | | | |
|---|---|---|---|---|
| saw | haul | paw | law | caw |
| raw | Paul | claw | daub | flaw |
| caw | cause | draw | haul | lawn |
| paw | pause | dawn | fawn | fraud |
| law | fraud | yawn | Maud | draw |
| jaw | crawl | bawl | hawk | dawn |
| claw | drawl | brawl | pawn | pause |
| straw | shawl | sprawl | drawn | clause |

REVIEW

| | | | | |
|---|---|---|---|---|
| hill | cue | fly | due | sue |
| hail | few | pie | may | hoe |
| hale | pew | food | loaf | fraud |
| haul | jaw | pool | rail | fried |
| hall | hole | maid | trail | lawn |
| heel | daub | draw | birch | noon |
| heal | room | straw | spurt | fail |
| hull | crawl | throat | shawl | fork |

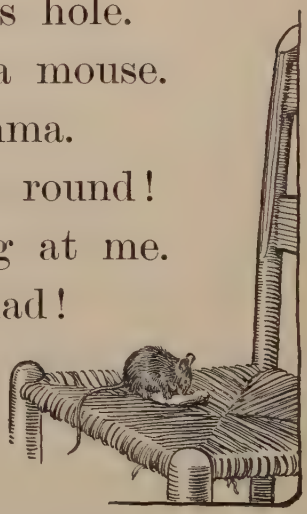
In the following words *ou* and *ow* are pronounced alike (see table, p. 19, in the Phonetic Chart):

| | | | | |
|---|---|---|---|---|
| cow | out | found | loud | our |
| now | pout | round | proud | bow |
| mow | shout | sound | flour | loud |
| bow | stout | pound | couch | trout |
| how | spout | ground | house | sour |
| town | snout | count | blouse | couch |
| brown | sprout | cloud | mouse | frown |
| drown | bound | mouth | sound | mouth |

REVIEW

| | | | | |
|---|---|---|---|---|
| ill | too | hoe | sail | dew |
| ail | our | shy | hay | frail |
| eel | law | raw | why | float |
| all | pew | new | hurt | cube |
| out | stew | loop | raise | beak |
| awl | lawn | soap | sleep | mow |
| owl | town | down | draw | ware |
| toot | moon | brown | thorn | which |
| cow | mouse | sprout | house | shame |

A little mouse came to visit me, mamma.
He came after I was in bed.
He came creeping out of his hole.
He was such a wee bit of a mouse.
He must have lost his mamma.
How fast he ran, round and round!
All the time he was looking at me.
What a long slim tail he had!
He ran up the chair leg.
Soon he was eating.
What do you think?
He had a bit of my cake, mamma.
It was the cake I had at bed time.
He nibbled and nibbled.
He was very still.
"I can see you, little mouse," I said.
The little mouse gave a jump.
The little mouse gave a leap.
The little mouse gave a peep.
Then off he ran to his hole.

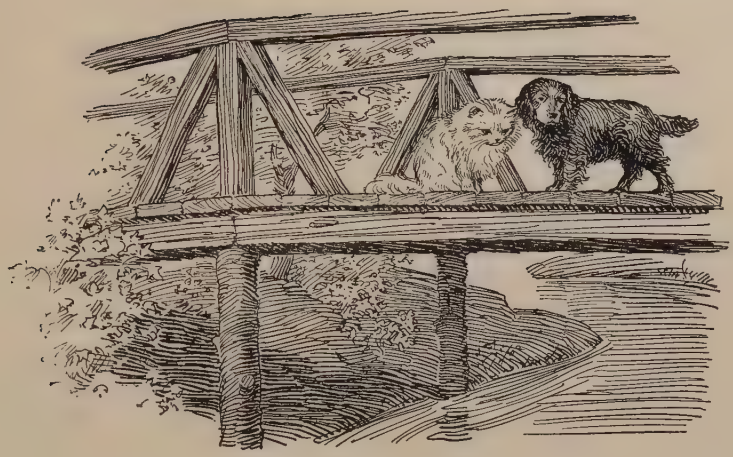


## so

I am Jack's little dog.
My name is Bow-wow.
I have long black fur.
My fur makes a warm coat in winter.
Jack can take off his coat.
I can not take off my coat.
See what sharp teeth I have!
I will not bite you.
I like little boys and girls.
I use my sharp teeth to eat bones.
I get bones from the meat man.
One day May's doll fell into the water.
Jack said, "Go get it, Bow-wow."
So I jumped in and swam to the doll.
Soon I had the doll in my sharp teeth.
Then I swam to the shore.
I laid the doll at May's feet.
And May said, "Good dog, good dog."

know friends grow

My name is Fluff.
I am Ruth's little kitty.
Ruth likes to rub my soft fur.
Soon I shall grow to be a big cat.
Then I shall catch rats.
Ruth says I am too little to catch them.
Do you know Jack's dog, Bow-wow?
He and I are good friends.
We like to lie by the fire in winter.
Oh! I think it is dinner time.
Yes, Ruth has my dish with some milk.
"Wake up, Bow-wow, it is dinner time."
Bow-wow woke up with a jump.
"Did you say dinner time, Fluff?"
"Yes, Ruth has some milk for me.
She has a bone for you, Bow-wow."
Bow-wow and Fluff keep close to Ruth.
See Bow-wow and Fluff eating dinner.



great over where bridge

One day Fluff was sitting on the step.
Soon Bow-wow came by.
"Good-morning, Bow-wow, how do you do?"
"I am pretty well; how do *you* do?"
"Where are you going, Bow-wow?"
"I am going down to the brook."
"May I go, too?" said Fluff.
"Yes, if you wish," said Bow-wow.
So the dog and the kitten started out.
Soon they came to the bridge.

The bridge was over a deep brook.
"Are there fishes in this brook, Bow-wow?
I like to eat fish," said Fluff.
"Yes, there are fish," said Bow-wow.
"I can not catch them, but I can swim.
See me jump into the water."
Bow-wow jumped in with a great splash.
He swam round and round in the water.
"Oh, I can not do that," said Fluff.
"Jump in; it will not hurt you," said Bow-wow.
So kitty jumped into the brook.
"Mee-ow, mee-ow," said Fluff, "how cold it is!
Do help me! I am so wet!
Help me, Bow-wow, that is a good dog."
So Bow-wow swam to Fluff.
"Now, crawl up on my back."
Fluff crawled up on Bow-wow's back.
Then Bow-wow swam to the shore.
"Now, Fluff, dry your fur in the sun.
Then we will go home," said Bow-wow.

asleep does

Bow-wow was asleep in the barn.
His eyes were shut.
Fluff came running by.
"Oh, Bow-wow, will you go with me?
I am going up the street."
Bow-wow woke up with a jump.
"Yes, Fluff, I shall be glad to go.
See the big black dog, Fluff.
Look, look! he is running for you.
Run up the tree, Fluff, I will keep him off."
"Oh, Bow-wow, he will try to bite you.
Oh, Bow-wow, did he hurt you?"
"Yes, he hurt my leg," said Bow-wow.
"He was a bad dog to bite you," said Fluff.
"Does your leg hurt much, Bow-wow?"
"Yes, Fluff, it does hurt.
Let us go home as fast as we can."
Then Bow-wow and Fluff trotted home.

many bread Mr. door could

May had just fed Fluff and Bow-wow.
"Do you like bread and milk?" said Fluff.
"Yes, I like it," said Bow-wow.
"I like a little meat too," said Fluff.
"I like a big bone to bite," said Bow-wow.
"I saw a little mouse one day," said Fluff.
"He went into a little hole.
I wish I could catch him."
"I can catch a big rat," said Bow-wow.
"The big rats are in the barn.
It is hard to catch them.
The old rats are very wise."

"Let us go to the barn," said Fluff.
"Yes, yes, let us go," said Bow-wow.
"What a wide door the barn has!
How many horses can you see, Fluff?"
"There are one, two, three," said Fluff.
"What long tails they have!
How glossy their manes are!
What long legs they have!"
"How do you do, Bow-wow?" said Mr. Black Horse.
"How do you do, Mr. Black Horse?" said Bow-wow.
"Did you have your oats, this morning?"
"Yes, Bow-wow, I had my oats.
I had corn and hay to eat, too.
See, I am eating hay now."
"I do not like hay," said Bow-wow.
"I like to eat meat and bite bones."
"I do not like meat," said Mr. Black Horse.
"I like to eat grass, and hay, and corn."

In the following words *oi* and *oy* are pronounced alike (see table, p. 19, in the Phonetic Chart):

| | | | | |
|---|---|---|---|---|
| coy | oil | coin | join | foist |
| boy | coil | toil | loin | joist |
| toy | boil | soil | joint | hoist |
| joy | cloy | broil | point | moist |

REVIEW

| | | | | |
|---|---|---|---|---|
| file | fir | toe | oil | joy |
| fill | fur | toy | eat | dry |
| fell | for | raw | use | now |
| fall | lie | boil | toot | paw |
| fail | foe | boot | case | hoot |
| fool | toil | food | turn | mail |
| feel | fire | flour | leak | float |
| foul | fore | tried | spoil | wise |
| fowl | boy | thaw | park | hoist |
| far | rain | whoa | north | news |
| fear | coat | broom | which | coast |
| fair | point | mouse | strike | sharp |

In the following words *ce* is pronounced like *s*, and *ge* and *dge* are pronounced like *j* (see table, p. 19, in the Phonetic Chart):

*ce* = *s* — *ge*, *dge* = *j*

| | | | | |
|---|---|---|---|---|
| ace | ice | rice | age | edge |
| face | nice | dice | rage | ledge |
| lace | pace | slice | cage | wedge |
| race | trace | trice | page | sledge |
| cell | brace | mice | stage | ridge |
| sell | space | spice | wage | bridge |
| sent | place | price | jam | badge |
| cent | grace | twice | gem | judge |

REVIEW

| | | | | |
|---|---|---|---|---|
| cat | cot | rock | stag | page |
| can | rice | price | stage | hug |
| cap | nice | twice | gag | huge |
| lace | slice | rag | gage | edge |
| face | grace | rage | flag | egg |
| place | coke | wag | age | jug |
| space | clock | wage | glad | judge |

## THE LITTLE RED HEN

who coming yellow took

Little Red Hen was in the farm yard with her chicks.

"Look, look, I have found a grain of corn," said the little red hen.

"Who will plant this corn?"

"Not I," said the duck.

"Not I," said the cat.

"Not I," said the dog.

"Not I," said the pig.

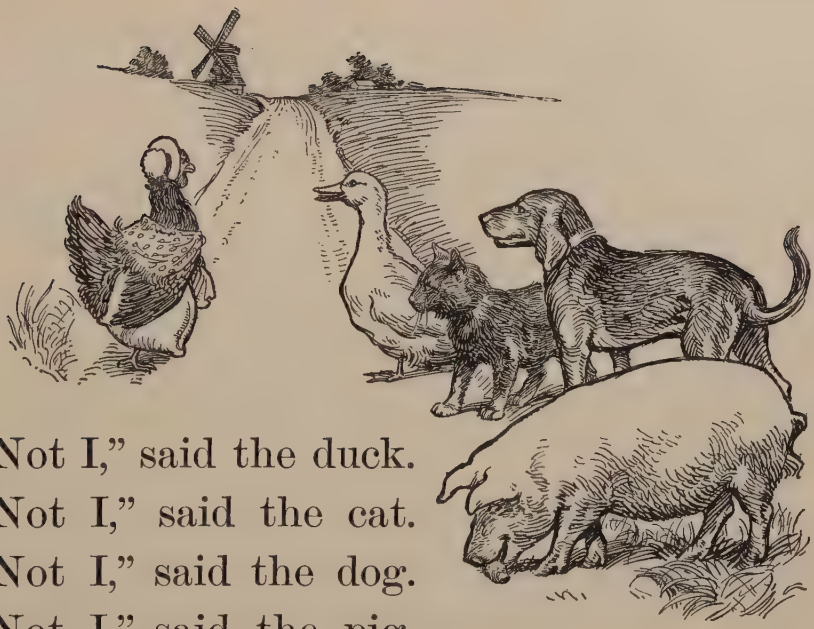
"Then I will," said the little red hen.

So she planted the corn.

"See, the corn is coming up," said the little red hen.

"Who will hoe the corn?"

NOTE. The teacher in the city, and in the country too, needs to be sure that her pupils know about planting and harvesting corn, grinding the corn into meal, and making and baking the cakes.



"Not I," said the duck.
"Not I," said the cat.
"Not I," said the dog.
"Not I," said the pig.
"Then I will," said the little red hen.
So she hoed the corn.
"See, the corn is ripe," said the little red hen.
"Who will take this corn to the mill?"
"Not I," said the duck.
"Not I," said the cat.
"Not I," said the dog.
"Not I," said the pig.
"Then I will," said the little red hen.

So she took the corn to the mill.

"See this yellow meal," said the little red hen.

"Who will make it into cakes?"

"Not I," said the duck.

"Not I," said the cat.

"Not I," said the dog.

"Not I," said the pig.

"Then I will," said the little red hen.

So she made the meal into cakes.

"See, the cakes are all baked," said the little red hen.

"Who will eat these cakes?"

"I will," said the duck.

"I will," said the cat.

"I will," said the dog.

"I will," said the pig.

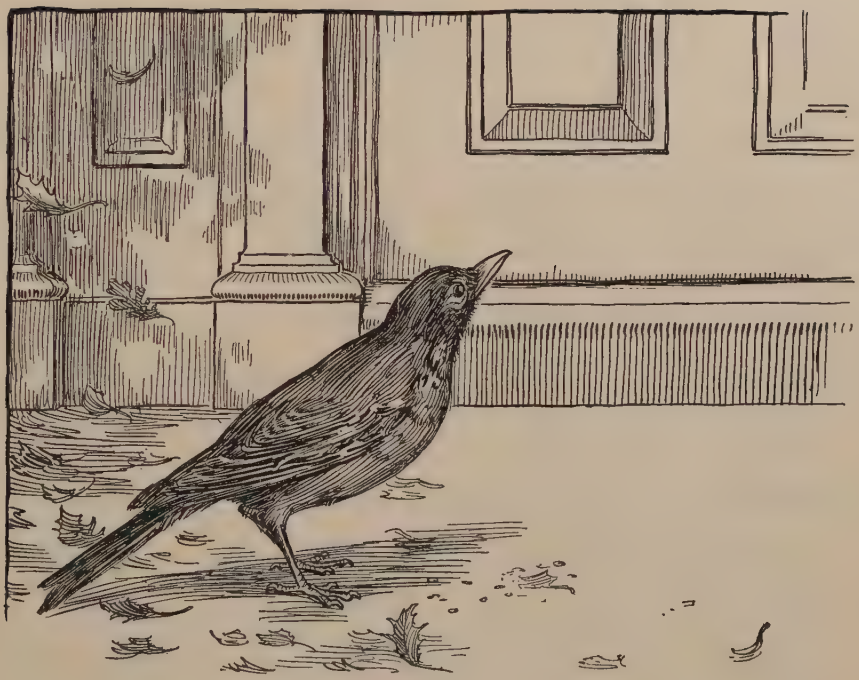
"No, you will not," said the little red hen.

"My little chicks and I will eat them. Cluck, cluck!"

is n't window behind can't

I like to ride on the steam cars, papa.
Where are we going?
We are going to the city, Paul.
Papa, see the man with the blue coat!
That is the brakeman, Paul.
I am glad my seat is near the window.
I can see so many things.
Ding-dong! ding-dong!
What is that, papa?
That is the bell on the engine.
How fast the trees and houses go by!

See the dog running, papa!
See him bark at the train!
Isn't that fun!
He can't catch the train, can he, papa?
See, he is left far, far behind!
See the little girl in the next seat.
What a pretty doll she has, papa!
Look, papa, she has dropped her doll!
Paul, will you pick it up?
Thank you, Paul, you are a good boy.
The little girl spoke to Paul.
"Will you come and sit with me?"
Then the children sat in the same seat.
"What is your name?" said Paul.
"My name is Ruth," said the girl.
"I know your name," said Ruth.
"Your papa called you Paul."
"Yes, that is my name," said Paul.
"I am going to the city," said Ruth.
"So am I," said Paul.



I saw a pretty robin
Come hop, hop, hop;
And I said, "Pretty bird,
Will you stop, stop, stop?"
I went to the door
To say, "How do you do?"
But he shook his little tail,
And away Robin flew.

The following words are irregular: the sound of *i* is long; *ea* is like short *e*; and *ow* is like long *o*.

| | | | |
|---|---|---|---|
| book | hold | dread | row |
| cook | mold | head | own |
| hook | sold | lead | mown |
| look | told | read | grown |
| nook | scold | spread | sown |
| took | bind | tread | shown |
| shook | blind | meant | thrown |
| brook | find | blow | book |
| good | grind | bow | gold |
| hood | kind | bowl | find |
| wood | mind | blown | bread |
| stood | rind | crow | bowl |
| foot | wind | flow | head |
| wool | child | grow | child |
| old | mild | low | hold |
| bold | wild | show | took |
| cold | pint | tow | dead |
| gold | bread | mow | snow |

*k* before *n*, *w* before *r*, and *gh* after a vowel are usually silent.

| | | | | |
|---|---|---|---|---|
| knee | know | wrote | might | caught |
| kneel | known | wrap | tight | taught |
| knelt | knew | wrong | right | bough |
| knell | wren | high | bright | knee |
| knit | wrench | nigh | fright | write |
| knife | wreck | sigh | light | night |
| knot | wrist | night | alight | light |
| knock | write | sight | fight | knife |

REVIEW

| | | | | |
|---|---|---|---|---|
| cat | cure | cried | broil | toy |
| cot | new | roast | heal | stew |
| cane | hawk | river | hurt | corn |
| cut | Maud | foe | bark | tie |
| coat | boy | cue | her | fern |
| car | cold | chain | cry | mark |
| cur | wood | fly | maid | coach |
| care | grain | dirt | lawn | hoe |
| core | meal | house | boat | tied |

cradle breaks Indian

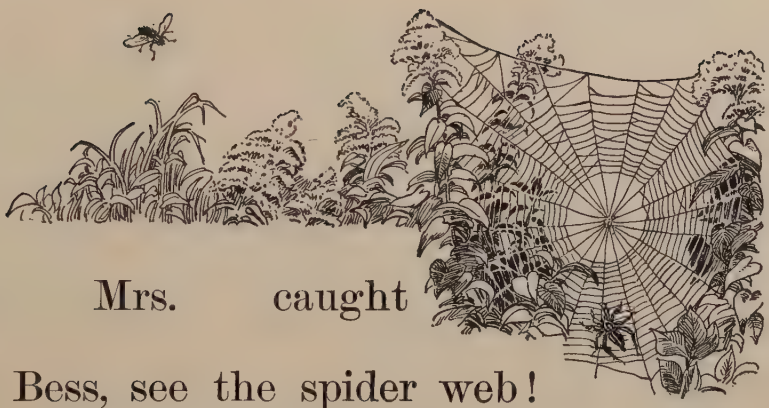
"Rock-a-bye, baby,
Upon the tree top,
When the wind blows
The cradle will rock;
When the bough breaks
The cradle will fall,
Down will come baby,
Cradle, and all."

Can you see me in my cradle?
I am a little Indian baby.
My mamma hung me in a tree.
The wind makes me swing, swing, swing.
It makes me go to sleep.
When I wake up I open my eyes.
I hear a little bird singing.
Can you hear his sweet song, mamma?
Oh, I see you, pretty blue bird.
I can see you shake your little head.
What round black eyes you have!
You are looking at me.
Have you a nest in the tree?
"Yes, baby, I have a nest," said Blue Bird.
"I have three little eggs in it.
Should you like to see them?"
I love you, pretty blue bird.
I like to hear your sweet song.

NOTE. Teachers will of course tell their pupils about the Indian baby and explain the way its mother carries it, before they attempt to have the children read this page.

live violets

Can you see me?
I am peeping at you from the green grass.
Can you see my little blue cap?
I am a little water violet.
I live beside the pretty brook.
I have many little sisters.
Can you see them?
We all live in the grass.
We all have blue caps.
Our little dresses are green.
Can you see us, little girl?
"Oh, yes, I see you, pretty violets.
I see your little sisters too.
I see you in the green grass.
I will pick you and your little sisters.
I will take you home to my dear mamma.
My mamma loves the sweet violets.
Oh, mamma, see these big blue violets!"



spider Mrs. caught

Oh, Bess, see the spider web!

Yes, yes, and there is Mrs. Spider too!

Mrs. Spider has very sharp eyes.

See how still she keeps in her web!

She hopes a fly will come buzzing by.

She can tell Mr. Fly by his buzz-buzz.

Take care, Mr. Fly, you came very near.

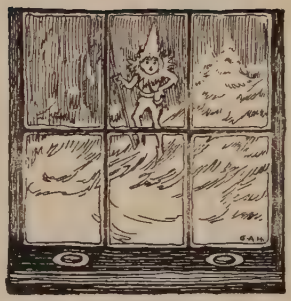
Mrs. Spider will eat you if you get into her web.

There, Mr. Fly, at last you are caught.

Sweep down the cobweb with your broom, May.

Well, Mr. Fly, May swept you down just in time.

know pictures



Good morning, children.
Do you know who I am?
My name is Jack Frost.
I will tell you what I do.
I make pretty pictures on the windows.
Have you seen my pretty frost pictures?
The warm sun will rub them out.
I put the flowers to sleep in winter.
They sleep under deep snow.
I make ice on the ponds.
Then little boys and girls can skate.
I open the nuts on the trees, too.
Yes, I do many, many things.
"I nip little children on their toes.
I nip little children on the nose."

Note. Even the little boys and girls who live where Jack Frost never visits will be glad to make his acquaintance if properly introduced. The teacher should tell a few stories about coasting and skating. They will be helpful in connection with lessons on pages 109 and 113.

careful

Oh, mamma, see my new skates!
Papa gave them to me.
Will you help me put them on?
You must be careful on the ice, John.
Good-by, mamma, I will be careful.
Here we go! how smooth the ice is!
How fast we go!
We fly like the wind.
We must be careful of the holes.
We must not fall into the water.
The boys have made a fire.
Let us go up and warm our fingers.

Teach the sound of *qu*.

| | | | | |
|---|---|---|---|---|
| quilt | quit | quip | quill | squeal |
| quite | quell | quail | square | squirm |
| quizz | quack | queer | squint | squeeze |
| quick | quench | queen | squeak | squirrel |

REVIEW

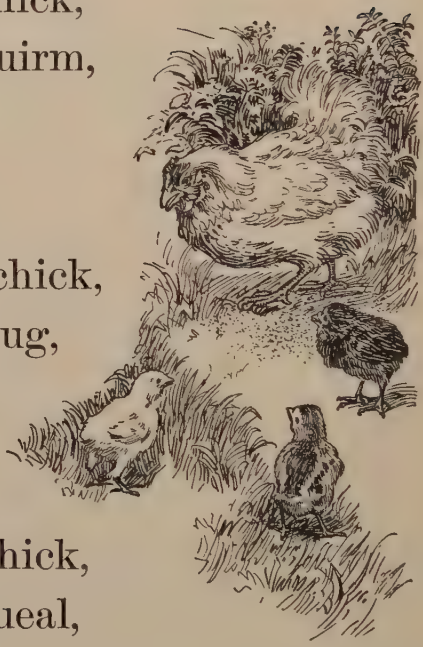
| | | | | |
|---|---|---|---|---|
| vest | fail | oil | hue | low |
| cove | hoe | boy | boil | row |
| whiz | food | root | quit | blow |
| beam | float | mew | quill | flour |
| sister | barn | quilt | joint | alive |
| queer | news | couch | lawn | sorry |
| finish | share | hawk | quail | quite |
| strike | burst | quack | moist | quick |
| shame | brain | round | shoot | brood |
| scrape | shawl | mouth | sprout | goose |
| wheat | throat | squeak | square | queen |
| stretch | squeal | scratch | brown | flower |
| stream | church | squirm | squeeze | clatter |

The following table contains a drill upon important vowel sounds.

| | | | | |
|---|---|---|---|---|
| fir | tar | bar | bane | mile |
| fur | till | bin | bone | mail |
| far | tile | ban | burn | male |
| for | toil | bill | born | meal |
| fill | tall | but | barn | mule |
| file | tire | bun | cat | pill |
| fell | tail | bell | cot | pail |
| fire | tale | boil | car | pale |
| fall | tool | bite | cur | peel |
| fail | tare | bail | cut | peal |
| fair | tear | bale | caw | pile |
| fare | tore | bare | coat | pole |
| fear | time | bore | care | pool |
| fool | tone | bur | core | ride |
| feel | tune | beet | cure | rode |
| fore | turn | beat | deer | road |
| foul | bit | boat | dear | read |
| fowl | bat | ball | dare | reed |
| tell | bow | bawl | mill | rude |

worm want

Said the black little chick,
With a queer little squirm,
"I wish I could find
A fat little worm!"



Said the brown little chick,
With an odd little shrug,
"I wish I could find
A fat little bug!"

Said the white little chick,
With a shrill little squeal,
"I wish I could find
Some sweet yellow meal!"

"See here!" clucked the hen,
From the green garden patch,
"If you want any dinner,
You must scratch, scratch, scratch!"

## Christmas

This is Tom with his new sled.
Who do you think gave it to him?
He found it Christmas morning.
Mamma says that Santa Claus left it.
See its long, smooth runners.
Tom knows that it will go very fast.
See him draw it up the hill.
How proud he is of his new sled.
There! he is at the top of the hill.
Now he takes his sled in his hands.
See Tom give a quick run and jump.
Look, he is flying like a bird!

chimney

Do you know this little fat man?
Can you tell me his name?
Yes, his name is Santa Claus.
See his round, jolly face.
He comes when boys and girls are asleep.
He pops down the chimney.

"What a long row of stockings!" thinks Santa Claus.
He begins and fills them all.
Dick gets a pair of skates and a ball.
May gets a doll and a doll house.
Little Tom gets a fine sled.
Now Santa gives a hop and a jump and up the chimney he goes.
Yes, up the chimney he goes, bag and all!
Santa Claus is a very sly little man.
No little boy or girl can see him.
How should you like a big bag of toys?

wears Eskimo

See this little Eskimo boy.
He is dressed all in fur.
He wears two warm fur coats.
His boots are made of fur, too.
His papa makes his house of snow.
He makes it low and round.
It has one little door.
He has to crawl into his house.
His papa has many dogs.
His papa can drive the dogs.
The dogs drag the big sled over the snow.
They are the Eskimo's horses.

Note. A few stories about the Eskimo boy and his land of snow and biting cold will add much to the child's interest in the stories of this page.

work once

Did you ever see a load of hay?
Hay is made from the green grass.
It is made from pretty flowers too.
It is dried in the hot summer sun.
When snow comes, the horses, the cows, and the sheep will eat the hay.
Tom's grandpa makes hay, and Tom likes to help him.
Can you see Tom on the load of hay?
The man puts the hay on the wagon.
Tom tramps it down with his feet.
Tom's legs are short and the hay is deep.
It is hard work for little Tom.
What fun it is to ride on the soft hay!
Tom likes to ride on every load.

## THE THREE LITTLE PIGS

mother enough wolf were

An old mother pig had three little pigs.
There was not enough for them all to eat.
So the mother pig said to the first little pig:
"You must run away and make a house."
So the first little pig ran away.
He met a man with some straw.

"Good morning, Mr. Man," said the little pig.

"Please give me that straw to make me a house."

So the man gave him the straw.

Then the little pig made a house.

The next day Mr. Wolf came along.

He rapped at the door, and said:

"Little pig, little pig, let me in, let me in."

"No, no, by the hair of my chinny-chin-chin."

"Then I'll huff and I'll puff, and I'll blow your house in."

So he huffed and he puffed, and he blew the house in.

Then he ate up the poor little pig.

The second little pig met a man with a bundle of sticks.

"Please, Mr. Man, give me those sticks to make a house."

So the man gave him the sticks.

Then the little pig made a house.

The next day old Mr. Wolf came along.

He rapped at the door, and said:

"Little pig, little pig, let me in, let me in."

"No, no, by the hair of my chinny-chin-chin."

"Then I'll huff and I'll puff, and I'll blow your house in."

So the wolf huffed and he puffed, and he blew the house in.

Then he ate up the poor little pig.

The third little pig met a man with some bricks.

"Good morning, Mr. Man.

Please give me those bricks to make me a house."

So the man gave him the bricks.

Then the little pig made a house.

The next day old Mr. Wolf came along.

He rapped at the door, and said:

"Little pig, little pig, let me in, let me in."

"No, no, by the hair of my chinny-chin-chin."

"Then I'll huff and I'll puff, and I'll blow your house in."

So the wolf huffed and he puffed; he puffed and he huffed.

But he could not blow the house down.

The bricks were too strong.

Then the old wolf said:

"I will jump upon the roof.

I will jump down the chimney and eat you up."

Then the little pig took a big kettle.

He hung it over the hot fire.

He filled it full of boiling water.

Then Mr. Wolf jumped into the chimney.

He fell down, down, down, and plump into the kettle of hot water!

That was the end of Mr. Wolf.

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